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ABSTRACT

The Comprehensive Objectives Accounting System (COAS) is a program for establishing performance objectives for educational personnel, evaluating performance, and providing rewards for exemplary performance. The program is long-term, flexible, requires mutual agreement concerning objectives between individual employees and their supervisors, allows for coordination among the objectives of individuals within the organization, and permits involvement of all personnel. Remuneration under COAS is of two types: for objectives specified as requirements of the position according to school board policy, satisfactory performance should result in cost of living increases; for objectives adopted individually, extra pay should be tied to the degree to which these individual objectives are met. In addition to providing an overview of the program, this booklet presents a calendar for program implementation, a glossary, a list of references, and examples of forms that can be used during the objective-setting process. (PGD)

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A Practical Approach to Evaluation and Performance Based Compensation for Educational Institutions

EA 018 592

Dr. Richard L. Henderson

Comprehensive Objectives Accounting System

A Practical Approach to Evaluation and Performance Based Compensation for Educational Institutions

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PREFACE

Evaluation systems which incorporate merit pay components have been elaborately attacked by teachers' unions and experienced administrators alike on the basis of the inability to objectively evaluate the worth or the quality of an individual's professional contribution.

One must agree to the extent that objective, effective evaluation systems appear to be a sparse commodity in American education. Moreover, meritorious pay levels should be exclusively associated with exemplary performance, or that which provides an example or model rather than attempting to supplant the existing conventional pay scales with a politically loaded, hastily developed system of rewards.

Nonetheless, as indicated in the September issue of the *American School Board Journal*, the conventional pay system for teachers which allows:

> "... An effective, hardworking teacher condemned to receive exactly the same raise as the listless, barely adequate doll down the hall."

is a shameful circumstance which illustrates the lack of creativity and courage of the profession.

Pay increases as well as pay in general must be divided into two basic categories just as effective performance evaluation is. A set of Board of Education policy expectations represent a standard which all teacher employees must meet in order to gain contract renewal. Meeting this set of standards should allow instructors to realize some pay increase recognizing their experience, tenure in a system, and their ability to maintain policy expectations of their employer.

An additional line of objective evaluation aimed at meritorious achievement, systematic improvements, and exemplary performance should also be utilized. And as long as the accountability, or evaluation process is a fair-minded, objective structure which is acceptable to the supervisor and the teacher, a system, inclusive of merit pay, should have very few problems.

There are a variety of sound evaluation designs which maintain the flexibility to include change and creativity requisite of educational organizations. The "Management by Objectives" model which offers a sound basis for human service, performance-based evaluation processes has been available for years. Since that time, a number of effective accountability systems have come into use. The National School Boards Association, the N.E.A., and the University Council for Educational Administration are just a few of the many organizations that have devoted both time and dollars to the discovery of effective evaluation processes for educational institutions. The problem is not entirely one of availability. The lack of aggressive and creative behavior on the part of management

and the unwillingness of organized teachers to enter into positive change combine to represent a negative perception of performance-based pay systems.

The very basis for changes which are justly advocated by the thousands of critics and their reports including the National Commission on Excellence in Education is our accountability systems and their remuneration components. As Arthur Combs stated so flatly yet meaningfully several years ago:

> "If you want people to do something, you need to evaluate for it, and pay off on it."

The circumstances of education may change dramatically, but the idea is sound and is not likely to change or become obsolete.

In spite of a reluctance on the part of teacher organizations and school managers, merit pay has struck "a responsive chord for many Americans because of its common-sense appeal", according to a recent National School Public Relations Association publication.

Evaluation designs which include merit awards are obviously in tune with public sentiment. A Gallup Poll last year showed 61% favored paying teachers based on the quality of their work with 31% preferring a standard scale and 8% having no opinion.

A Newsweek poll found 80% of their sample behind merit pay. Moreover, substantial support is also present within education. A survey by the American Association of School Administrators showed 80% of the superintendents polled preferred merit pay and the National School Board Association has suggested strongly that local boards consider pay scales which are "competitive, market sensitive and performance based".

To date, the most successful systems are those which compromise the existing salary schedule concept. The states of Tennessee and Florida are attempting to implement variations, and teachers find this much more acceptable than pure merit pay because of the link with existing pay schedules which they are familiar with and accustomed to.

According to a recent publication of the National School Public Relations Association, the extra rewards must be large enough to provide real incentives for better performance. However, the publication also illustrated that there is no agreement as to the size of bonuses. It is suggested that amount factors are dependent upon local control authority. An educational research service survey of 115 school districts which offer some form of merit pay to teachers showed that the average award in 1982-83 was $1,064, ranging from $200 to $5,000.

— COMPREHENSIVE OBJECTIVES ACCOUNTING SYSTEM —

A proven plan for restructuring accountability processes to include both the employer's standard expectations and the need to improve is the Comprehensive Objectives Accounting System. This approach to evaluation also allows the employer to provide a traditional standard pay increase for employees who meet the policy standards as well as merit pay increments for exemplary performance or accomplishments which provide model improvements within an organization.

The Comprehensive Objectives Accounting System (C.O.A.S.) is designed to provide a standard, practical and consistent framework for formulating, consolidating, evaluation, and in general managing the objectives prepared by educators within an educational organization. It is a comprehensive system which can be used by education, health care, and other performance-based human service institutions. C.O.A.S. is designed to subsume all evaluation and objectives accounting systems which are presently in use.

Perspective

The variety of organizations now using C.O.A.S. are a testimony to its versatility. C.O.A.S. has been in use in some form or another in a wide range of school systems including partial implementation in Saint Louis Public Schools which serves over 40,000 students, as well as full implementation in Halstead Public Schools in Kansas, which serves under 1,000 students. Several other school systems which vary in size and structure have adopted C.O.A.S. through a series of consultative workshops designed and conducted by the author.

Generally, evaluation systems that have been prepared and initiated use only historically acceptable criteria which are often related to only some aspects of performance, and usually in a non-measurable way, i.e., prepares lesson plans, has good rapport, etc. Because ongoing objectives and objectives associated with the general function of education have been considered non-measurable, the objectives prepared and criteria selected for evaluation are generally insufficient. Moreover, they seldom represent an educator's full scope of major responsibilities. C.O.A.S., in contrast, is designed to require the writer of an objective to identify factors for measurement and evaluation. Additionally, the supervisor is compelled to assist the writer and interact with subordinates in order to arrive at mutual agreement at the outset with respect to the various criteria associated with a given objective. This design prohibits the political and personal subjectivity which often causes performance pay systems to become unacceptable to employees or to fail entirely.

Time Frame

Systems of evaluation have generally operated in the context of one-year time frames. These systems, therefore, are of little use as long-range planning tools. While many of the activities conducted in a school system can be bound by a one-year time frame, this may not always be the case. In fact, the default to a single school year frame of reference may actually be a restraining factor. C.O.A.S. offers flexibility that is only constrained by the imagination, practicability and organizational ability of a district's educators.

Flexibility

Systems which have traditionally been used in the educational context are static systems, i.e., they have not been designed to accommodate changes in evaluative criteria during the designated period (usually one school term). It has been demonstrated that inflexibility in this kind of accounting system is not congruent with reality. Because education is a human service endeavor, the changing and unpredictable nature of human behavior must be taken into consideration. Under C.O.A.S., in contrast, the latitude for flexibility is an essential part of the design. A supervisor or a writer of any given objective may cancel, alter, or extend a specific plan as intervention occurs.

Coordination of Objectives

For those objectives which are the responsibility of a single individual, the interdependency of objectives does not pose a significant problem in sequencing, scheduling or coordination. Many, if not most, of the programs which are in place or are being developed in education involve more than one individual and in some cases more than one administrative unit (school) and will require coordination of activities.

Only a few of the accountability systems currently in place in districts accommodate need for coordination. However, most of the programs currently being developed in education overlap not only individual efforts but administrative boundaries as well. For example, competency based education plans which are being initiated across the nation as a result of legislation relative to competency testing involve primary, middle, and secondary schools and a requisite for success is the coordination of instructional and management efforts.

Therefore, it is necessary for objectives which address broad concerns to be classified as such within an institution so as to enable administrators to coordinate, sequence, and schedule activities effectively. Objectives written within gifted programs in the context of public schools may serve as another tangible example.

Policy and Individually Adopted Objectives

The two primary types of objectives which employees work toward amplify the difference between maintenance of standards and improvement.

Policy objectives may be described as the set of expectations which an employer has of a given position. Moreover, failure to meet policy objectives should result in an assigned objective which requires improvement in order for an individual to retain his or her position of employment within an organization. Failure to adequately accomplish an assigned objective provides the necessary documentation for an employer to non-renew the contract of a given employee and should provide ample legal documentation for the personnel action. In short, the policy objectives represent a set of expectations which must be met by employees in order for them to maintain employment contracts (a base line of performance). Most institutions associate continuing employment and/or cost of living remuneration increments with policy performance expectations.

Adopted objectives, in contrast, are expectations which are self-imposed, associated with individually designed improvements, exemplary performance, and/or those expectations which are above and beyond normally expected performance. Adopted objectives are achievements which result in substantial improvements to the employment position and/or the clients being served by a given position.

Therefore, formally adopted objectives which are approved by a supervisor, completed and/or achieved by an employee, and verified through some form of documented evidence, represent the performance which is eligible for additional compensation or what has been referred to as "merit pay".

Scope of Participation

When adopted, the C.O.A.S. program in educational institutions should involve all employees. Moreover, externally funded and/or off-campus programs should be included as well. From the perspective of a manager who has administered both locally and externally supported activities, unless the system is all-inclusive, objectives will surface as incomplete sets and measurement problems will occur.

Instructional programs, i.e., Special Education for the Handicapped, unless they do not interact with locally supported and operated activities should not be excluded from the system.

Summary

The Comprehensive Objectives Accounting System is designed as a flexible, adaptable management and education tool. It addresses the problems associated with the variance in scope, time frame, and flexibility associated with formal education.

At the very least, C.O.A.S. will provide the same level of monitoring, reporting, and evaluation currently functioning in a school system.

Under full and correct implementation, it will accommodate all plausible objectives of administrators, teachers, and other personnel within an organization. The system will also provide for the classification and subsequent manipulation of objectives by goal, program, administrative unit or any combination thereof. The process will accommodate varying types of objectives, i.e., ongo-

ing or new. This means that objectives may be sorted and printed in sets by goal, programs, administrative unit and/or objective type.

The sorting process will allow general evaluation of expenditures of resources (teachers, time, etc.) on particular sets of objectives as well as balancing of efforts, etc. Computer assistance is recommended for large institutions.

The heart of C.O.A.S. is the set of Board of Education annually adopted goals and individually adopted objectives that come from each administrative unit (school). The key to flexibility in the system is in the syntax applied to the formulation of the objectives. The prescribed syntax will allow the C.O.A.S. to satisfy the requirements of all of the objectives accounting systems/evaluation systems that have been in effect in the past. Moreover, the typical criticisms associated with evaluation, merit pay, and accountability are only valid to the extent that an employee is unable to articulate his or her plans for achievement. The necessary steps involved to reach a particular objective, and the criteria for successful accomplishment/completion of a given objective are, therefore, of paramount importance. Moreover, clear and complete articulation must be accomplished at the outset and must be clearly understood by both the supervisor and the employee. Finally, rigid adherence to the articulated process will disallow political and personal factors to influence the final assessment of objectives and will, therefore, allow performance payments to be an acceptable part of the system.

—COMPREHENSIVE OBJECTIVES ACCOUNTING— SYSTEM PERFORMANCE PAY COMPONENT

Perspective

The remuneration component of the C.O.A.S. is designed to provide specific rewards for this performance-based evaluation system. Like other aspects of this accountability system, substantial flexibility is an inherent part of the remuneration component. It may be the exclusive criterion on which pay increases are granted, or it may be an integrated part of a traditional salary schedule.

Specific factors have been identified as contributors to positive motivation in the profession of teaching. Others are considered hygienic in nature and are requisite to an acceptable level of professional satisfaction.

In a parallel way, specific factors are considered policy expectations for educational employees while others are considered individual improvement designs and/or "special" in nature and contribute in a direct or an indirect way to improving the educational process for clientele.

Therefore, the remuneration component for the C.O.A.S. suggests a division of available pay increase offered by a Board of Education for educational employees in two parts.

When possible, an increment equal to or surpassing the "cost of living" index reported by the appropriate regional governmental agency should be granted in an automated way to individuals whose contracts and/or labor agreements are continued to the contract year under consideration (as is possible based on available funds).

A performance pay increment should be offered to those employees who have adopted objectives in addition to those which represent policy expectation. Necessarily, administratively assigned improvement objectives which are a result of an unacceptable weakness identified in an individual employee should not be considered for the performance pay increment. Moreover, performance pay for any adopted objectives should not be available until conclusive positive results are documented relative to an assigned objective.

The above-described design clearly delineates a procedure which recognizes the need to offer all employees who are retained a pay increase which allows them to retain their current economic position and recognizes the successful accomplishment of Board of Education policy objectives which are a basic expectation for all employees. Specific agreed upon improvements documented through adopted objectives should allow individuals to receive additional monetary awards.

Budgeting Time Frame

For the purpose of effective budgeting each year, the total available increase should be allocated to the salary items within the organization's general budget line.

Example: Under a 15% total salary line budget increase:

A. 5% increase added to existing salary schedule for completed/successfully accomplished policy objectives.
B. 10% increase available for completed/successfully accomplished individually adopted objectives.

In order to realize the remuneration available for individually adopted objectives, employees must gain formal approval from their supervisor no later than September 30 of the contract year. Each approved objective will be worth a specified percentile of the contracted base salary to be agreed upon at the time of adoption. The existing policy process may be utilized for instances of disagreement with respect to the worth of a particular individually adopted objective.

Remuneration for all approved objectives adopted by individuals will be disbursed in May of the appropriate contract year and/or during the summer months following.

The percentage of dollars to be disbursed to an individual for successful completion and/or accomplishment of individually adopted objectives is a function of the final formal review of objectives conducted in May of the contract year.

Example:

PERFORMANCE PAY PERCENTILES

Quantitative	Qualitative	Remuneration
100-93% Accomplishment/Completion	Exemplary	Full available percent payment
92-85% Accomplishment/Completion	Superior	.7 of available percent payment
84-75% Accomplishment/Completion	Adequate	.3 of available percent payment
74-65% Accomplishment/Completion	Needs Improvement	No payment
64- 0% Accomplishment/Completion	Unacceptable	No payment

Summary

Finally, in order to insure the greatest possible objectivity with respect to the evaluation process and its direct counterpart, the remuneration component, the following checks and balances should be adopted:

A. Classroom observations should be conducted by consulting university professorial personnel who are trained in the area of teacher observation/evaluation, or practicing administrators from other educational institutions.

B. Discipline and/or appeal procedures from the institution's policy handbook should serve as a vehicle for resolving differences between employees and their direct supervisor with respect to evaluation disputes.

C. The Board of Education or Board of Directors who serve as the employer of all personnel within the organization must maintain a position of final judgment with respect to disputes concerning evaluation/remuneration.

D. In order to provide clear and direct accountability to the taxpayers who fund the institution, any part of the salary line not expended for performance accomplishments should be used to reduce the tax levy for the following year and, in effect, returned to the taxpayer. This process is more direct in states which partiallly or fully fund school districts through local tax efforts. In any case, some system of direct or indirect rebate of tax monies should be implemented.

— COMPREHENSIVE OBJECTIVES ACCOUNTING — SYSTEM PROCESS IMPLEMENTATION CALENDAR

AUGUST

Employees Complete Unit and Individually Adopted Proposed Objectives for the school year. Upon completion, forms are forwarded to supervising administrator for review, conference, and possible revision. Tentative concomitance of objectives from Board goals through individually adopted objectives is a necessary quality for the overall effectiveness of C.O.A.S.

SEPTEMBER

Objectives Confirmation Conference will occur. The articulated objectives are reviewed through a conference process to confirm concurrence and commitment to existing objectives, or necessary revision due to unexpected intervention circumstances.

NOVEMBER

Initial Formal Review will occur. Supervisor and subordinate will review progress to date, areas of concern, and alternative directions. Disposition must be clearly understood by subordinate.

MARCH

Secondary Formal Reivew will occur. Process emulates initial review. Emphasis is placed on methodology for completion of stated objectives or steps within stated objectives.

MAY

Final Formal Review. Subordinate will articulate in memorandum form an Achievement Summary, based on original objectives, revised objectives, intervention circumstances, and related information. A final conference will occur between the supervising administrator and each subordinate to adjust, if necessary, and clearly establish supervisor and subordinate agreement relative to the written Achievement Summary.

DEFINITIONS AND EXPLANATIONS

GOAL

A statement of a general mission of an institution with particular emphasis as seen by the community at large and expressed by its elected representation. Board of Education goals may be articulated in goal statements. It is suggested that between seven and ten goal statements will dictate the appropriate degree of (general-vs-specific) comprehensiveness of goals. The objectives of the administrative units (schools) in a school district should address board goals to the extent that each unit bears a responsibility for attaining policy goals. In addition, it is likely that in many cases administrative units and individual positions may address objectives associated with other goals as well. The appropriate codes and goal statements should be facilitated by the Superintendent's office prior to the opening of the school term.

Note: It is not necessary to write out the goal statement and/or program name on each and every record sheet. Once the codes are established, only the code number is required in order to coordinate objectives.

PROGRAM

A set of related objectives characterized by a common thrust and involving more than one administrative unit. This definition of program is used to allow for a common classification of objectives which are a part of a sequence of related activities but are shared among teachers and, in some cases, administrative units. This will permit the sorting and reporting of objectives in program sets so that coordination of associated activities may be facilitated. The appropriate program numbers and program names should be listed in a table. While the table approach is an attempt to compile a comprehensive list of a district's major activities, it is likely that some programs will be initially omitted and a period of several terms will transpire before a complete table is possible.

PERSONNEL PREPARING OBJECTIVES

All personnel within the organization.

TIME FRAME APPLIED TO OBJECTIVES

The time frame applied to the objectives is a function of the scope of projects, programs and individual designs in which teachers and administrators within an administrative unit (school or department) is engaged. They need not be limited to the school term and may extend into the future as far as it is reasonable and expeditious to plan.

SCOPE OF OBJECTIVES

The minimum scope is set by current board and administrative practices and guidelines. The maximum scope is bounded only by the total resources that are available to the position and/or administrative unit.

ADMINISTRATIVE UNIT

The school, division, department, or office which is preparing performance objectives. The name of the administrative unit is required on each page of the unit's objectives.

SUBUNIT

A subdivision of the administrative unit. This classification is provided for the convenience of personnel who wish to submit performance objectives as a subunit within a school.

OBJECTIVE

A statement of the expected performance or attainment of a client or a client group or an employee and the measure of the intended level, extent or scope of accomplishment or completion.

TARGET GROUP

A specification of the client or client group to be served.

PROGRAM NAME

If the objective is applicable to a specific instructional program.

TYPE

A classification reflecting the extent to which the performance objective is a part of the ongoing objectives of an administrative unit (O). If the objective represents a change in objectives or a totally new objective, it should be coded (N).

CLASS LEVEL

Objectives which include only one grade level should be coded with the number corresponding to the grade classification. If the classification includes more than one grade level, combination numbers should be used.

Example: Grade three = (3)
Grades three through five = (345)

GOAL/OBJECTIVE CODES

Goals are to be assigned numbers by the superintendent's office. Objectives are to be numbered in sequence within each administrative unit beginning with "1."

Following the writing of goals and management objectives for administrative units, only code numbers are required on the teacher forms being submitted.

OBJECTIVE PROCESSING

There will logically be a variety of individual objectives associated with each management objective. Separate objectives should be prepared for each distinct activity. In most cases, an objective will represent a set of activities to be performed in sequence. There

may be several individual objectives associated with each management objective. Furthermore, oftentimes, several sets of individual objectives may be performed concurrently. Individual objectives which represent a set should be listed together and in proper sequence.

Each adopted objective must include the following components:

A. Author's Signature
Indicates commitment to and/or agreement with the particular objective.

B. Target Group
Indicates who will be the primary group to be involved in a specific objective.

C. Program Name
If the objective is applicable to a specific instructional program.

The specification of the objective and the measure to be used to judge the intended level or scope of the objective are critical to success. This articulation should be concrete and specific inasmuch as it represents the product of an individual's activity. It should be specific to the extent that the effect of completing the process is **unambiguous.**

Adopted objectives should be numbered in sequence and prioritized by each author.

OBSERVATION

Observation should occur often throughout the calendar year, depending upon ratio of supervisors to subordinates. Care must be taken to include an adequate number of observations to meet applicable laws and/or policy standards. Whenever possible, indifferent (objective) outside agents with the appropriate evaluation skills should, in part or in total, conduct observations.

UNANTICIPATED INTERVENTION

Supervising administrators and/or teacher personnel may adjust change, or renegotiate objective agreements any time during the year. Requestor initiates change process through written memorandum.

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Appendix A: Example Form for Superintendent's Adopted Objectives

COMPREHENSIVE OBJECTIVES ACCOUNTING SYSTEM RECORD **U.S.D. 440 HALSTEAD-BENTLEY SCHOOL DISTRICT**

520 WEST SIXTH HALSTEAD, KANSAS 67056 PHONE (316) 835-2641

Organization Unit Administrator Teacher	YEAR ORIGINATED	TYPE	CLASS LEVEL	Target Group	PROJECTED STARTING DATE	PROJECTED COMPLETION DATE	PROGRAM	Program Name	STATUS	DATE STATUS WAS RECORDED	Goal Performance Objective Process Objective
											GOAL
											PERFORMANCE OBJECTIVE
											PROCESS OBJECTIVE

FOR THE STUDENT SERVED

SUPERINTENDENT SERVED

AUTHOR'S EXPLANATION OF OBJECTIVE INCLUDING CRITERIA FOR COMPLETION

Type Levels: O = Ongoing/N = New
Class Levels: K - THRU - 12

20

Status F = Finished/A = Active/D = Delayed/P = Postponed
S = Awaiting competion of prior sequence

USE A SEPARATE PAGE FOR EACH PROCESS OBJECTIVE

A. Logical steps including proposed calendar are as follows:

B. Criteria for completion/successful accomplishment are as follows:

Appendix B: Example of Superintendent's Policy Objectives

COMPREHENSIVE OBJECTIVES ACCOUNTING SYSTEM RECORD **U.S.D. 440 HALSTEAD-BENTLEY SCHOOL DISTRICT**

520 WEST SIXTH HALSTEAD, KANSAS 67056 PHONE (316) 835-2641

Organization Unit Administrator Teacher	TYPE OBJ. LEVEL CLASS LEVEL	Target Group	PROJECTED STARTING DATE	PROJECTED COMPLETION DATE	Program Name	STATUS DATE STATUS WAS LAST CHANGED
						GOAL
						PERFORMANCE OBJECTIVE
						PROCESS OBJECTIVE

FOR SUPERINTENDENT'S POLICY OBJECTIVES

AUTHOR'S EXPLANATION OF OBJECTIVE INCLUDING CRITERIA FOR COMPLETION

FOR BUILDING OBJECTIVES

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Type Levels: O = Ongoing/N = New
Class Levels: K - THRU - 12

Status F = Finished/A = Active/D = Delayed/P = Postponed
S = Awaiting completion of prior sequence

USE A SEPARATE PAGE FOR EACH PROCESS OBJECTIVE

OBJECTIVE #15, ARTICLE III, POLICY HANDBOOK AREA	OBSERVATIONS	EXEMPLARY	SUPERIOR	ABOVE AVG	SATISFACTORY	NEEDS IMPROVEMENT	UNACCEPTABLE
1. Organizational Policy Management							
2. Personnel Management							
3. Administrative and Support Staff Evaluation							
4. Professional Development Management							
5. Public Relations Management							
6. Budget Management							
7. Purchasing Management							
8. Facilities Management							
9. Food Service Management							
10. Student Personnel Management							
11. Administrative Reporting							
12. Emergency Administration							

(B.O.E. President's Commentary will be an attached Memo)

Appendix D: Example Form for Principal's Adopted Objectives

COMPREHENSIVE OBJECTIVES ACCOUNTING SYSTEM RECORD **U.S.D. 440 HALSTEAD-BENTLEY SCHOOL DISTRICT**

520 WEST SIXTH HALSTEAD, KANSAS 67056 PHONE (316) 835-2641

Organization Unit Administrator Teacher	TYPE (O = ONGOING / N = NEW)	CLASS (K - 12)	Target Group	PROJECTED STARTING DATE	PROJECTED COMPLETION DATE	PRIORITY RANK	Program Name	STATUS	DATE STATUS WAS LAST CHANGED	Goal Performance Objective Process Objective
										GOAL
										PERFORMANCE OBJECTIVE
										PROCESS OBJECTIVE

STUDENT SIGNATURE

PARENT SIGNATURE

AUTHORS EXPLANATION OF OBJECTIVE INCLUDING CRITERIA FOR COMPLETION

24

Type Levels: O = Ongoing/N = New
Class Levels: K - THRU - 12

Status F = Finished/A = Active/D = Delayed/P = Postponed
S = Awaiting competion of prior sequence

USE A SEPARATE PAGE FOR EACH PROCESS OBJECTIVE

A. Logical steps including proposed calendar are as follows:

B. Criteria for completion/successful accomplishment are as follows:

Appendix E: Example of Principal's Policy Objectives

COMPREHENSIVE OBJECTIVES ACCOUNTING SYSTEM RECORD **U.S.D. 440 HALSTEAD-BENTLEY SCHOOL DISTRICT**
320 WEST SIXTH HALSTEAD, KANSAS 67056 PHONE (316) 835-2641

Organization Unit Administrator Teacher	Type Level	Class Level	Target Group	Program Cost	Program Cost	Program Cost	Program Name	Status	Goal Status	Goal Performance Objective Process Objective
										GOAL
SUPERINTENDENT'S SIGNATURE										PERFORMANCE OBJECTIVE
										PROCESS OBJECTIVE
PRINCIPAL'S SIGNATURE	AUTHOR'S EXPLANATION OF OBJECTIVE INCLUDING CRITERIA FOR COMPLETION									

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Type Levels: O = Ongoing/N = New
Class Levels: K - THRU - 12

Status **F = Finished/A = Active/D = Delayed/P = Postponed**
S = Awaiting completion of prior sequence

USE A SEPARATE PAGE FOR EACH PROCESS OBJECTIVE

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OBJECTIVE #1, ARTICLE IV, POLICY HANDBOOK

AREA	OBSERVATIONS	SUPERINTENDENT	BOARD OF ED.	NOT APPLICABLE	NEEDS IMPROVEMENT	SATISFACTORY	UNSATISFACTORY
1. Curriculum Improvement							
2. Facility Maintenance							
3. Food Service Administration							
4. Public Relations							
5. & 6. Administrative Reporting							
7. Budget Administration							
8. & 9. Health Care Administration							
10. Purchasing Administration							
11. Staff Evaluation							
12. & 13. Co-Curricular Activity Administration							
14. Instructional Contact Time Administration							
15. Emergency Administration							
16. & 17. Student Assignment Administration							
18. Student Discipline Administration							

(Superintendent's Commentary will be an attached Memo)

Appendix G: Example Form for Teacher's Adopted Objectives

COMPREHENSIVE OBJECTIVES ACCOUNTING SYSTEM RECORD **U.S.D. 440 HALSTEAD-BENTLEY SCHOOL DISTRICT**
320 WEST SIXTH HALSTEAD, KANSAS 67056 PHONE (316) 835-2641

Organization Unit Administrator Teacher	TYPE (ONGOING/NEW)	CLASS LEVEL	Target Group	PROJECTED STARTING DATE	PROJECTED COMPLETION DATE	PROGRAM #	Program Name	STATUS	PERCENT STATUS WAS/IS COMPLETED	Goal Performance Objective Process Objective
										GOAL
										PERFORMANCE OBJECTIVE
										PROCESS OBJECTIVE

TEACHER SIGNATURE

PARENT SIGNATURE

AUTHOR'S EXPLANATION OF OBJECTIVE INCLUDING CRITERIA FOR COMPLETION

28

Type Levels: O = Ongoing/N = New
Class Levels: K - THRU - 12

Status F = Finished/A = Active/D = Delayed/P = Postponed
S = Awaiting competion of prior sequence

USE A SEPARATE PAGE FOR EACH PROCESS OBJECTIVE

A. Logical steps including proposed calendar are as follows:

B. Criteria for completion/successful accomplishment are as follows:

Appendix H: Example of Teacher's Policy Objectives

COMPREHENSIVE OBJECTIVES ACCOUNTING SYSTEM RECORD **U.S.D. 440 HALSTEAD-BENTLEY SCHOOL DISTRICT**

320 WEST SIXTH HALSTEAD, KANSAS 67056 PHONE (316) 835-2641

Organization Unit Administrator Teacher	TYPE (O = ONGOING, N = NEW)	CLASS LEVEL (K THRU 12)	Target Group	PRIOR YEAR'S ACTUAL ENROLLMENT	PRIOR YEAR'S PROJECTED ENROLLMENT	PRIOR YEAR'S ACTUAL DATE	PRIOR YEAR'S PROJECTED DATE	Program Name	STATUS	DATE STATUS IS EFFECTIVE	Goal Performance Objective Process Objective
PRINCIPAL SIGNATURE											GOAL
											PERFORMANCE OBJECTIVE
TEACHER SIGNATURE											PROCESS OBJECTIVE

AUTHORIZE MY AN ATTENDANCE OBJECTIVE INCLUDING CURRICULA FOR COMPLETION

30

Type Levels: O = Ongoing/N = New
Class Levels: K - THRU - 12

Status F = Finished/A = Active/D = Delayed/P = Postponed
S = Awaiting competion of prior sequence

USE A SEPARATE PAGE FOR EACH PROCESS OBJECTIVE

OBJECTIVE #1, ARTICLE VI, POLICY HANDBOOK

AREA	OBSERVATIONS	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT	UNACCEPTABLE	
1. Curriculum Implementation							
2. Instructional Management							
3. School Records							
4. Interpersonal Relationships							
5. Personnel Management							
6. Budget Management							
7. Co-Curricular Involvement							
8. Health and Safety							
9. Facility Management							
10. Student Discipline							
11. Personal Competencies							
12. Professional Responsibilities							
13. Professional Development							
14. Provisional Tasks							

Principal's Commentary will be an attached Memo

Appendix I: Example of Classroom Observation Form

COMPREHENSIVE OBJECTIVES ACCOUNTING SYSTEM
Unified School District No. 440
CLASSROOM OBSERVATION

Name _____ School _____

School Year _____ Grade/Subject/Position _____

AREA	OBSERVATIONS						
Preparational Competencies							
Instructional Skills							
Interpersonal Relationships							
Professional Responsibility							
Personal Competencies							
Other							

Date and time of observation _____ by _____

A conference was held on _____

We have discussed the above observations _____ Teacher

_____ Principal

Appendix J: Example of Teacher's Summary Memo Form

MEMO

TEACHER SIGNATURE

PRINCIPAL SIGNATURE